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ABSTRACT

As one of five modules focusing on specific writing skills, this learning module on the sentence is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. The materials, designed so that they may be used in either a teacher-directed or an individualized learning situation, include learning objectives, notes to the teacher, suggested activities, information sheets, and four assignment sheets for the study of sentence parts, subject and predicate agreement, normal and inverted order, and simple, compound, and complex sentences. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

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WRITTEN COMMUNICATIONS
Instructor/Student Guide

MODULE II
The Sentence

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FOREWORD

This publication is intended to be used in a one-semester course on written communications. It may also be used to supplement other courses where written communications skills are included. The materials are designed so that they may be used in either a teacher-directed or an individualized learning situation. Also, each module is a complete unit and may be used independently of the other modules.

There is a need in business offices for people with good written communications skills who can effectively use word processing equipment and for people who can produce typewritten materials from machine or oral dictation. In spite of the fact that students have studied spelling, grammar, punctuation and other written communications skills throughout their school years, many students who enroll in business courses have not mastered these skills. This publication has been prepared in order to help students review or acquire these very important written communications skills.

Five modules have been developed for this Written Communications Series. These include Module I - Parts of Speech; Module II - The Sentence; Module III - Punctuation, Capitalization and Abbreviations; Module IV - Spelling and Vocabulary; and Module V - Proofreading, Composing and Editing. A synchronized slide/tape has been developed to augment each of these five modules plus an additional slide/tape which introduces the series. Each media package consists of a series of 35mm color slides accompanied by a cassette tape programmed with audible/inaudible pulses to advance the slides.

WRITTEN COMMUNICATIONS
MODULE II - The Sentence

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	iii
FOREWORD	v
TO HELP YOU USE THIS GUIDE	ix
OBJECTIVES	1
NOTES TO THE TEACHER	3
SUGGESTED ACTIVITIES	5
INFORMATION SHEET	7
ASSIGNMENT SHEETS	
#1: Sentence Parts	11
#2: Subject and Predicate Agreement	13
#3: Simple, Compound and Complex Sentences	15
#4: Normal and Inverted Order	17
ANSWERS TO ASSIGNMENT SHEETS	19
PRETEST	21
POSTTEST I	23
POSTTEST II	25
ANSWERS TO PRETEST	27
ANSWERS TO POSTTEST I	29
ANSWERS TO POSTTEST II	31

TO HELP YOU USE THIS GUIDE

These materials may be used in either a teacher-directed or in an individualized learning situation. In order to use the guide effectively, instructors should become familiar with the organization and intended use of the materials which are explained below.

MODULES

The guide contains five modules. Each module includes the following components:

1. Objectives. Both general module objectives and specific objectives are listed and stated in measurable terms. Module objectives provide an overall goal for each module. Specific objectives state the specific performance required for the student to meet the module objectives.

2. Notes to the Teacher. These notes provide specific suggestions for the use of each module.

3. Suggested Activities and Instructional Materials. Activities for student and teacher use are suggested. While these activities are designed to be used in an individualized learning situation, they may be modified by the teacher for use with a group of students. A list of materials contained in each module is provided as well as a list of supplementary references.

4. Information Sheets. Information sheets contain essential information and examples. Information on these is correlated with the specific objectives for the module.

5. Assignment Sheets. Several assignment sheets are provided for each module. These should be completed by the student as indicated on the information sheets. An answer key is provided.

6. Slide/Tapes. For each module there is a slide/tape designed to reinforce the material contained in the information sheets. These slide/tapes may be viewed by the individual student or by a group of students.

7. Tests. Each module contains one pretest and two posttests. Specific suggestions for these tests are contained in each module. Answer sheets are provided.

COLOR CODE SYSTEM

Sections of each module are coded by color as indicated in the following key:

White - Objectives, notes to the teacher, suggested activities, instructional materials

Green - Information sheets

Gray - Assignment sheets

Yellow - Tests

Pink - Answers to assignment sheets and tests

WRITTEN COMMUNICATIONS
MODULE II - The Sentence

MODULE OBJECTIVE

After completion of this module, the student should be able to identify basic sentence essentials, detect and correct errors in sentence structure and develop a properly written sentence.

SPECIFIC OBJECTIVES

More specifically, the student should be able to:

1. Distinguish between complete sentences and sentence fragments through identification of subjects and predicates and independent clauses.
2. Analyze sentence structure to insure subject and predicate agreement.
3. Identify simple, compound and complex sentences.
4. Recognize normal and inverted sentence order.

NOTES TO THE TEACHER

The pretest for Module II should be given. If the student achieves 90% or better, advance the student to the next module.

After completion of module assignment sheets, additional materials should be assigned if remedial work is necessary. A list of supplementary materials is included in the reference section.

Suggested grading scale for posttest:

95% - 100%	A
90% - 94%	B
80% - 89%	C

It is recommended that if a student achieves below 80 percent, additional drill work should be completed.

SUGGESTED ACTIVITIES

I. Instructor

A. Provide student with objectives sheet.

B. Give pretest.

C. Provide students with information sheets, slide/tape materials and assignment sheets (including supplementary materials, if available).

D. Discuss module and specific objectives.

E. Prepare students to complete assignment sheets.

F. Evaluate assignment sheets.

G. Give posttest.

II. Student

A. Read objectives sheet.

B. Take pretest. (If 90% or better is achieved, advance to Module III.)

C. View slide/tape presentation for Module II. Have pencil and paper available.

D. Study information sheets.

E. Complete assignment sheets.

F. Take posttest.

INSTRUCTIONAL MATERIALS

I. Included in This Unit

A. Objectives

B. Information sheets

C. Assignment sheets

1. Assignment Sheet #1--Sentence Parts

2. Assignment Sheet #2--Subject and Predicate Agreement

3. Assignment Sheet #3--Simple, Compound and Complex Sentences

4. Assignment Sheet #4--Normal and Inverted Order

D. Answers to assignment sheets

E. Module precest and posttests

F. Answers to tests

II. References

Books and Programmed Supplements

A. Aurner, Robert R., and Burtness, Paul S. *Effective English for Business Communication*. 6th ed. Cincinnati: South-Western Publishing Company, 1970.

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D. Henderson, Greta L., and Violes, Price R. *Business English Essentials*. 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1975.

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INFORMATION SHEET

I. Sentence Parts

A. Every sentence must contain a subject (a noun or pronoun that tells what the sentence is about) and a predicate (a verb that tells what the subject is doing, has done or shall do).

Example: The typist in the red dress is typing the minutes of the meeting. (simple subject--typist; simple predicate--is typing)

B. The complete subject includes the noun or pronoun and all of its modifiers; the complete predicate includes the verb and the verb's objects.

Example: The typist in the red dress is typing the minutes of the meeting. (complete subject--The typist in the red dress; complete predicate--is typing the minutes of the meeting)

C. A group of words may contain a noun and a verb and <u>not</u> be a sentence. In order for a group of words to be a sentence, the noun must be the subject (what the sentence is about), the verb must be the predicate (what the subject is doing) and it must make sense. Otherwise, the group of words containing a noun and a verb is a clause.

Examples: Although Mary and Sam are attending a meeting (This is <u>not</u> a sentence; it is a clause. The clause is a dependent clause because it makes no sense by itself and depends on some other words to make it make sense.)

Mary and John are attending a meeting. (This is a sentence. <u>Mary and John</u> are the subjects and <u>are attending a meeting</u> is the predicate. The sentence is also a clause; an independent clause stands alone and makes sense by itself.)

Complete Assignment Sheet #1; check answers with your instructor.

II. Sentence Structure

A. A basic agreement principle is that a singular subject requires a singular verb and a plural subject requires a plural verb. This applies to all sentences and clauses.

Example: The letters are ready to be typed. The simple subject is letters, a plural noun; the plural verb is are.

B. A singular simple subject may be followed by other plural words; this does not change the above basic agreement principle.

Example: A graduate who has many qualifications is easily employed.

The simple subject is graduate, a singular noun; the singular verb is is.

C. Most nouns change from singular to plural by adding s or es; day--days, box--boxes. In the present tense, a verb ending in s or es is used with singular nouns and the singular pronouns he, she and it.

Study the agreement of pronouns and verbs below. Remember that a verb form ending in s or es agrees with a singular noun.

Singular

I know	I try
you know	you try
he, she, it knows	he, she, it tries

Plural

we know	we try
you know	you try
they know	they try

Example: She knows her own job quite well. (She is singular; knows is singular)

D. A compound subject made up of two or more equally important words joined by and requires a plural verb.

Example: The typist and the file clerk have been fired. (Typist and clerk is a compound subject made up of singular nouns joined by and. The verb that agrees with the compound subject is have been fired. Have is plural.)

E. A compound subject joined by or or nor may be either singular or plural. The verb agrees with the part of the compound that is nearer the verb.

Example: Neither Sarah nor her friends are anxious for the move. (The part of the compound nearer the verb is friends; therefore, the sentence needs the plural verb, are, to agree with the plural noun, friends.)

Complete Assignment Sheet #2; check answers with your instructor.

III. Simple, Compound and Complex Sentences

A. Clauses make up sentences. There are two types of clauses: independent (makes sense by itself) and dependent (does not make sense by itself).

Examples: Take a break when the buzzer sounds. (independent clause)

When the buzzer sounds (dependent clause)

B. A simple sentence contains only one independent clause. It may be somewhat long and have modifiers, but it has only one subject for the clause and one predicate for the clause.

Example: The highly qualified graduate of the area vocational school soon accepted the position of secretary to the director of the school. (The subject is graduate; the predicate is accepted.)

C. A compound sentence is a sentence that has two or more independent clauses. If a sentence has two or more parts, each of which could stand alone and make sense, the sentence is compound.

Example: Sheryl Smith does not wish to be FBLA president, but she will serve as secretary if elected to that position. (The two sentence parts that stand alone are: Sheryl Smith does not wish to be FBLA president and she will serve as secretary if elected to that position.

(NOTE: A compound subject does not mean a compound sentence. Example: The man and woman are both new employees. The compound subject is The man and woman. However, there is only one independent clause. The sentence is a simple sentence.)

D. A complex sentence is a sentence that contains one independent clause and one or more dependent clauses.

Example: We knew the man before he became the president of the company. (We knew the man--independent clause; before he became the president of the company--dependent clause.)

Complete Assignment Sheet #3; check answers with your instructor.

IV. Normal and Inverted Order

A. The sentence is in normal order when the complete subject precedes the predicate. If the first word or words in the sentence are not the subject, the sentence is in inverted order.

Examples: The personnel manager announced a cost-of-living salary increase. (This sentence is in normal order because the subject--The personnel manager--precedes the predicate--announced a cost-of-living salary increase.)

Several weeks ago, the personnel manager announced a cost-of-living salary increase. (inverted order--Several weeks ago is a part of the predicate.)

B. Normal word order produces stronger, more direct sentences that are generally better suited to business correspondence.

Example: Normal order: A crowd of tired employees came surging out of the elevator. (Inverted order: Surging out of the elevator came a crowd of tired employees.)

Complete Assignment Sheet #4; check answers with your instructor.

ASSIGNMENT SHEET #1--SENTENCE PARTS

A. Indicate whether the following groups of words are sentences or fragments by putting sentence or fragment on the line.

1. Success is the result of hard work. _____
2. Although the dinner is not yet ready. _____
3. Because of the lack of equipment in the store. _____
4. Planned for ready acceptance by the committee. _____
5. That receptionist certainly has a pleasant personality. _____
6. Good telephone technique is a skill that must be acquired. _____
7. When the time is ready for the typists to begin the project. _____
8. The file clerks are working on the documents. _____
9. The Word Processing Center employs thirteen individuals. _____
10. As the time has not yet come for the company to evaluate its long-term employees. _____

B. In the sentences below, put the simple subject on the first line and the simple predicate on the second line.

1. Helen and Bill are employed by Demco. 1._____

_____

2. She is going to apply for the position. 2._____

_____

3. The company is liquidating its assets. 3._____

_____

4. The insurance premium has risen steadily. 4._____

_____

5. Promotion requires effort. 5._____

_____

WRITTEN COMMUNICATIONS
MODULE II - The Sentence

ASSIGNMENT SHEET #2--SUBJECT AND PREDICATE AGREEMENT

A. Indicate whether subjects and predicates agree in the following sentences by putting A on the line for agreement; D for disagreement.

1. One of you is not going to be able to attend the conference. _____

2. The candidates who are campaigning has written their own speeches. _____

3. The key to the desks is on the filing cabinet. _____

4. Accuracy and technique is important in typing. _____

5. Mr. Smith and his assistant tries to proofread every document that is submitted. _____

6. Both the workers and the work are well organized. _____

7. The mimeograph or the liquid duplicators is in good working order. _____

8. Either the MT/ST or the copy machines are in need of repair. _____

9. There were three men working on the latest project. _____

10. Was there eight or ten reams of paper in the storeroom? _____

B. Select the proper form of the verb in parentheses and put in on the blank at the right.

1. (Was, Were) there a girl in the waiting room? _____

2. Neither Joan nor Sally (take, takes) advantage of her freedom. _____

3. The transcriber and calculator (is, are) in the lobby. _____

4. Not one of those secretaries (carry, carries) a notebook in his briefcase. _____

5. One of the applicants (is, are) planning to get the job. _____

20

ASSIGNMENT SHEET #3--SIMPLE, COMPOUND AND COMPLEX SENTENCES

Identify the type of sentence by putting either simple, compound or complex on the line.

1. The computers in the data processing area are either IBM or Burroughs. _____

2. Mary sells the merchandise and Bill wraps the packages. _____

3. Civil service jobs are known for good salaries. _____

4. Many jobs are available in metropolitan areas but jobs in rural Missouri and Arkansas should not be overlooked. _____

5. When the signal sounds, the applicants will begin the timed writing. _____

6. Forty new employees will begin working at the nuclear plant when approval is given from the home office of the construction company. _____

7. The receptionist found the coat and a briefcase and took them to the lost-and-found area. _____

8. Profits at the end of the first quarter were beyond all expectations. _____

9. Sales representatives will be able to increase their earnings when the new products have been successfully marketed. _____

10. A person's appearance is usually long remembered. _____

ASSIGNMENT SHEET #4--NORMAL AND INVERTED ORDER

Indicate whether the sentence is in normal or inverted order by putting N on the line for normal; I for inverted.

1. The checks in question disappeared somewhere in transit. _____
2. Down the street came the protesters. _____
3. To the Plaza for lunch we are going. _____
4. When checks are issued, employees will be waiting in the payroll line. _____
5. The student should be able to find a job after completion of the program. _____

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

PART A

1. sentence
2. fragment
3. fragment
4. fragment
5. sentence
6. sentence
7. fragment
8. sentence
9. sentence
10. fragment

PART B

1. Helen and Bill
   are employed
2. She
   is going
3. company
   is liquidating
4. premium
   has risen
5. promotion
   requires

ASSIGNMENT SHEET #2

PART A

1. A
2. D
3. A
4. D
5. D
6. A
7. D
8. A
9. A
10. D

PART B

1. Was
2. takes
3. are
4. carries
5. is

ASSIGNMENT SHEET #3

1. simple
2. compound
3. simple
4. compound
5. complex
6. complex
7. simple
8. simple
9. complex
10. simple

ASSIGNMENT SHEET #4

1. N
2. I
3. I
4. I
5. N

THE SENTENCE PRETEST

I. Indicate whether the following groups of words are sentences or fragments by putting sentence or fragment on the line.

1. Planned for an efficient office operation. 1._____
2. Because the files had not been active for several months. 2._____
3. Data entry jobs are plentiful in the metropolitan area. 3._____
4. As the time has not yet arrived for the termination process to begin. 4._____
5. Achievement is the result of concentrated efforts. 5._____

II. Put the simple subject on the first line and the simple predicate on the second line.

1. Messrs. Smith and Jones are interviewing applicants on Thursdays and Fridays. 1._____
   _____
2. They are going to attend the conference in San Diego. 2._____
   _____
3. Success requires perserverance. 3._____
4. Cost-of-living allowances are reviewed on a quarterly basis. 4._____
   _____
5. The company is located at 351 South Main Street. 5._____
   _____

III. Indicate whether subjects and predicates agree in the following sentences by putting A on the line for agreement; D for disagreement.

1. Both the secretary and his boss is going to attend the conference. 1._____

2. The typewriter or the calculators are being sold. 2._____

3. Mrs. Jones and her co-worker is chairing the committee. 3._____

4. The accountants who are taking the CPA exam is eligible for the position. 4._____

5. Neither Sally nor Sam takes advantage of the position. 5._____

IV. Identify the type of sentence by putting either simple, compound or complex on the first line. Indicate whether the sentence is in normal or inverted order by putting N on the second line for normal; I for inverted.

1. Through the subway rattled the commuter train. 1._____
_____

2. Fifty new employees will begin working at the health care center when approval is given from the external funding source. 2._____
_____

3. Many individuals in the downtown area are seeking higher salaries, but only a few are willing to relocate. 3._____
_____

4. Dependability is often ranked highest among desirable personal traits. 4._____
_____

5. When the buzzer sounds, employees rush towards the time clock. 5._____
_____

THE SENTENCE POSTTEST I

I. Indicate whether the following groups of words are sentences or fragments by putting sentence or fragment on the line.

1. Since the Placement Office was opened only in the evenings. 1._____
2. Goodwill is the result of positive performance. 2._____
3. If a stranger calls, treat that person courteously. 3._____
4. If the file on AT&T does not seem to be in the appropriate drawer. 4._____
5. In our storerooms is a variety of information. 5._____

II. Put the simple subject on the first line and the simple predicate on the second line.

1. The principal speaker is a lady from Australia. 1._____
   _____
2. The jury has been out for eight months. 2._____
   _____
3. The Lions Club will hold its annual banquet on September 15. 3._____
   _____
4. Surely the City Council has discussed this question at previous meetings. 4._____
   _____
5. Travelers stop at Mount Vernon on their way south. 5._____
   _____

III. Identify the type of sentence by putting either simple, compound or complex on the first line. Indicate whether the sentence is in normal or inverted order by putting N on the second line for normal; I for inverted.

1. Both girls have access to transportation. 1._____

_____

2. Of all the clerks, Sandra is the most industrious. 2._____

_____

3. When the time comes for promotions, attendance records will be analyzed. 3._____

_____

4. Bob worked harder than anyone in his group, and his son won the honors in his division. 4._____

_____

5. Leon's answer is the most nearly perfect. 5._____

_____

IV. Indicate whether subjects and predicates agree in the following sentences by putting A on the line for agreement; D for disagreement.

1. Behind the microphones are seated the principal speaker. 1._____

2. Where in the world is the gloves I had on this morning? 2._____

3. You, as well as I, are to blame for the error. 3._____

4. A sampling of good food is available in the company cafeteria. 4._____

5. The employees and their new boss is out of the office. 5._____

THE SENTENCE POSTTEST II

I. Indicate whether subjects and predicates agree in the following sentences by putting A on the line for agreement; D for disagreement.

1. One of you are hiding the evidence. 1._____
2. Next to Mr. Bonderer is seated the principal investigator. 2._____
3. The key to the offices are on the shelf. 3._____
4. Not one of those secretaries carry a fountain pen. 4._____
5. The candidates who are vigorously campaigning have spent many of their own personal dollars. 5._____

II. Identify the type of sentence by putting either simple, compound or complex on the first line. Indicate whether the sentence is in normal or inverted order by putting N on the second line for normal; I for inverted.

1. Speed and accuracy are important in shorthand development skill. 1._____
   _____
2. At a monthly meeting of the corporate officials, President Ellis announced the massive cutback. 2._____
   _____
3. Both the workers and the work are well organized when the fiscal period bonuses are due. 3._____
   _____
4. Either Mark or Sam is assigned to receive the specialized training. 4._____
   _____
5. The offset press is ruined, and the copy machine has a number of problems. 5._____
   _____

III. Put the simple subject on the first line and the simple predicate on the second line.

1. My best friends work for the telephone company. 1._____

2. Every typewriter needs to be under a service contract. 2._____

3. Certainly the supervisor will delegate some of her responsibilities. 3._____

4. There are enough copies for everyone to see. 4._____

5. A sales representative is in the building. 5._____

IV. Indicate whether the following groups of words are sentences or fragments by putting sentence or fragment on the line.

1. Profits from passenger service are expected to remain at the present level. 1._____

2. When profits from passenger services have a tendency to decline. 2._____

3. Either Mrs. Benson or her daughter had been managing the business. 3._____

4. At the expense of those who cannot attend the annual directors' meeting. 4._____

5. New methods will be used to increase contacts by at least 50 percent. 5._____

WRITTEN COMMUNICATIONS
MODULE II - The Sentence

ANSWERS TO PRETEST

I.
1. fragment
2. fragment
3. sentence
4. fragment
5. sentence

II.
1. Messrs. Smith and Jones
are interviewing
2. They
are going
3. Success
requires
4. allowances
are reviewed
5. company
is located

III.
1. D
2. A
3. D
4. D
5. A

IV.
1. simple
I
2. complex
N
3. compound
N
4. simple
N
5. complex
I

WRITTEN COMMUNICATIONS
MODULE II - The Sentence

ANSWERS TO POSTTEST I

I.
1. fragment
2. sentence
3. sentence
4. fragment
5. sentence

II.
1. speaker
   is
2. jury
   has been
3. Club
   will hold
4. Council
   has discussed
5. Travelers
   stop

III.
1. simple
   N
2. simple
   I
3. complex
   I
4. compound
   N
5. simple
   N

IV.
1. D
2. D
3. A
4. A
5. D

WRITTEN COMMUNICATIONS
MODULE II - The Sentence

ANSWERS TO POSTTEST II

I.
1. D
2. A
3. D
4. D
5. A

II.
1. simple
N
2. simple
I
3. complex
N
4. simple
N
5. compound
N

III.
1. friends
work
2. typewriter
needs
3. supervisor
will delegate
4. copies
are
5. representative
is

IV.
1. sentence
2. fragment
3. sentence
4. fragment
5. sentence